DOCUMENT RESUME

ED 477 631 PS 031 326

AUTHOR	Halpern, Robert
TITLE	Making Play Work: The Promise of After-School Programs for Low-Income Children.
ISBN	ISBN-0-8077-4369-0
PUB DATE	2003-00-00
NOTE	193p.
AVAILABLE FROM	Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 ($24.95). Tel: 800-575-6566 (Toll Free); Fax: 802-864-7626; Web site: http://www.tcpress.com.
PUB TYPE	Books (010) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	*Adolescents; *After School Education; *After School Programs; *Childhood Needs; *Children; History; *Low Income Groups; Play; Poverty; Program Descriptions; Program Improvement; School Age Child Care; Social Influences; Youth Clubs; Youth Programs
IDENTIFIERS	Daily Routines; Historical Background; Program Sponsorship

ABSTRACT

Noting that after-school programs are becoming an important developmental support for low- and moderate-income families and their children, this book describes the historical development of these programs, their current status, and critical issues facing after-school programs. Divided into historical eras, the book examines: (1) the evolution of after-school programs from the last quarter of the nineteenth century and their role in the lives of children, providing a framework for reflecting on broader, contemporary issues such as the effects of poverty on children in the United States; (2) the rationales for and objectives of these programs and how both were shaped by prevailing societal ideas about children; (3) patterns of sponsorship and staffing, describing daily routines and exploring the nature of children's experiences in different types of programs; (4) the relationship between after-school programs and school, analyzing how these programs have responded to the dilemma of balancing children's needs for guidance and supervision with their need for spontaneity and self-expression; and (5) current directions and expectations for the future of after-school programs. The book concludes by noting that the current task for after-school proponents is to construct a policy and practice framework that balances attention to common developmental needs with attention to school district needs resulting from the distinct circumstances of low-income children's lives; to balance adults' agendas with efforts to accommodate to children's interests; and to be sensitive to the shifting role of a variety of institutions in low-income children's lives. (Contains 275 references.) (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS